Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Oakland Unity High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan (SPSA)
- ✓ Submitted Measure N Budget for 2017-18
- ✓ Submitted Measure N Self Assessment

- ✓ Submitted Measure N Presentation
- ✓ Submitted Program of Study
- ✓ Presented to Measure N Commission

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 2** **Rationale:** ● Pathways score a minimum of 2 (Developing & Approaching) on all categories ● Pathway theme is still unclear ● CTE industry aligned core sequence is unclear ● Pathway theme integration into instructional core is unclear			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Implementation and Progress Monitoring ● Work plan Identifies how key stakeholder groups will be involved in implementation of the plan, how they will be supported, and accountability structures for ensuring quality implementation ● Work plan leads to cycles of inquiry and continuous improvement for the school community ● Implementation includes a realistic timeline and "project management" plan including adequate and persisting	**Score: 2** **Rationale:** ● There is some evidence that some reflection for continuous improvement has been done			

resources to support key goals and strategies ● Work plan is embedded into a well articulated team structure for the school site to distribute leadership across the school community ● The school/pathway has developed a plan and procedures for entering into a cycle of continuous improvement with leadership and pathway teams charged with implementing the plan ● A clear cycle of continuous improvement is embodied in the focus on Design, Continuous Improvement of Signature Practices, and Instructional Strategies that are the foci for the school site's SPSA	● It appears that the Measure N team could potentially be the team that supports implementation and progress monitoring ● There is no clear articulation as to how the school will/has developed a plan and procedure for a cycle of continuous improvement
Coherence (Measured by alignment of plan) ● Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development ● Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans	**Score: 1** **Rationale:** ● It appears that there is not a clear pathway theme ● 21st century skills is a pillar component of the larger pillar Linked Learning pillar of CTE and does not constitute a pathway theme ● It appears that not all teachers identify as pathway teachers and there is lack of buy in or understanding ● There is evidence of Work-Based Learning but it appears to not be integrated with the academic core ● There is evidence of Project Based Learning but it appears to be siloed to specific content areas and does not integrate a pathway theme in order to contextualize learning for students

Root Causes for Outcomes
● Review of Measure N outcome data analysis that must address all 6 areas for reflection including cohort graduation rates, dropout rates, A-G rates, students who are not on track to graduation because they have D's and F's, student attrition, climate and culture indicators.
● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.
● Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.
● Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria
	Score: 2
	
	Rationale:
	● Root cause analysis needs to incorporate disaggregated quantitative data
	● Graduate outcome root cause demonstrates a higher leverage challenge of LTEL students not being on track to graduate
	  ○ Graduate outcome root cause does not name the root cause of the listed challenge and demonstrates the need for further investigation into LTEL equitable access to supports and quality of supports
	● Post-Secondary Readiness root cause demonstrates multiple challenges but does not address the root cause of the challenge listed
	  ○ Post-Secondary Readiness root cause demonstrates a higher leverage challenge of senior academic course load as it appears that dual enrollment did not address this challenge
	● Rigorous Academics root cause is named as teacher attrition and it appears to be a higher leverage challenge than the challenge named
	  ○ Teacher attrition demonstrates the need for further investigation
	● Pathway Development root cause is not clear
	  ○ It appears that other challenges are listed that are higher leverage such as there being resistance or no buy in to pathway model

Clear Theory of Action ● Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies.	**Score: 1** **Rationale:**

● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.	● Theory of action is unclear

Strategies ● Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes ● Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. ● The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year.	**Score: 1** **Rationale:** ● A Culture & Climate Improvement Strategy and Pathway Development Strategy are not clearly listed ● It is unclear how the Design Features will address the root causes of the challenges listed ● It is unclear how the Strategies and Design Features are aligned to the purpose of Measure N
Reflection and Continuous Improvement ● Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards ● Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment ● Engages students, parents, and community members in the review and revision process ● Reviews all available disaggregated data on student performance and progress on at least a quarterly basis to identify areas of pathway strength and areas needing improvement ● Analyzes the impact of action items and develop an Implementation/Progress Monitoring plan to review at least semi-annually	**Score: 1** **Rationale:** ● There is an unclear pathway theme and therefore unclear pathway specific student learning outcomes ● There is evidence of a Measure N team composed of teachers but it is unclear if other stakeholders are represented in this team ● There is evidence of an internship program but it is unclear if career readiness and industry standards are incorporated in the program

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	**Complaint & Aligned** 4	**Compliant Partially Aligned** 3	**Non-Compliant** ● Supplanting ● Not Allowable 2	**Missing** 1
Budget ● Expenditures must be clearly in support of and come from the logical thruline that is evident in the Education Improvement Plan (SPSA) ● Expenditures should support and align to specific parts of your SPSA to support students and pathway development. All students receive benefit from Measure N Funding with the resources following the students directly students identified in the root cause analysis. ● Expenditures should support the Theory of Action, should address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N ● Budget provides clear resources that are embodied in the school/pathways master schedule in clearly articulated ways. ● Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support it	**Score: 2** **Rationale:** ● It is unclear how the expenditures listed will meet the purpose of Measure N ● School site appears to still have an unclear pathway theme and expenditures are not aligned to support pathway development ● Expenditures appear to cover the expenses of programmatic elements, staff salary, and costs that should be funded by the school if Measure N funds were not available			

- Expenditures must be used to supplement (increase the level of services) and not supplant (replace) funds from any sources
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school

Final Recommendation	Funding

Probationary
Measure N Education Improvement Plan (SPSA) demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning.
 	
Sites will be expected to allocate funding to one of the Support Providers listed below in order to receive direct support and guidance in the pathway development process.
 	
Required Support Providers:
● Hire a .5 FTE Pathway Coach to support Pathway Development
   ○ Pathway Coach is required to participate in OUSD Pathway Coaches' Community of Practice
● Hire a consultant that supports Linked Learning Pathway Development
   ○ ConnectEd
   ○ Linked Learning Alliance
   ○ CCASN
   ○ Career Ladders
   ○ Pivot Learning Partners
 	
1. Sites will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.
2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year.
	Full Funding* ($850 per student)
	*Sites will receive Full Funding during the 1 Year of Probationary status.
	
	Sites will be expected to have addressed the areas of growth by the end of the 1 Year of Probationary status and must demonstrate this during the annual May presentations to the Measure N Commission.
	
	Sites that do not follow the process outlined above will be re-evaluated in May 2018 and will receive Planning Funding.

Strengths:
- Internship program build out
- Students accessing dual enrollment opportunities before their senior year
- Measure N Steering Committee

Key Questions:

- What key steps will the Measure N Steering Committee take to ensure that there is a clear pathway theme that has engaged all stakeholders?
- What is the root cause of 71% of LTEL population being off track to graduation?
  - How early does the LTEL population get off track?
- Why do the majority of your seniors have a diminished course load?
  - How might your pathway address this need?
- How do you plan to address teacher attrition?
- As you build out an internship program, how do you ensure that it is integrated with other aspects of the school experience and contextualizes the pathway theme for students?

Possible Supplanting:
- Academic Literacy teacher
- Literacy Specialist for summer
- Instructional Tutors for Literacy students
- Summer Success ELA teacher
- Math Specialist for summer
- Success Math teachers
- Wellness Director
- Student Climate Initiative

Next Steps:

What	Suggested Lead	Deliverable	Date
Hire a required support provider as listed above	Principal	Support Provider	Fall 2017
Reallocation of Measure N funds from programmatic expenditures that should be covered by the school site to expenditures that support specific pathway development and pathway buy-in	Principal and Design Team	Revised Budget	June 30th
Revise Measure N budget to ensure transparent alignment to purpose of Measure N and to ensure specific dollar amounts for all expenditures	Principal and Design Team	Revised Budget	June 30th
Develop clear action plan for 2017-18 that will support a clear pathway theme, quality pathway buildout, CTE core sequence, and teacher buy-in	Principal and Design Team	Action Plan	Fall 2017

Re-present updated Measure N Education Improvement Plan to the Measure N Commission	Principal and team of teachers	Presentation	Fall 2017